



The Stalyhill Schools' Federation

Remote Learning Policy

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At Stalyhill we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Contents

1. Aims.....	2
2. Context and background.....	2
3. Roles and Responsibilities.....	3
4. Who to contact.....	6
5. Data protection.....	6
6. Safeguarding.....	7
7. Monitoring arrangements.....	7
8. Links with other policies.....	7
Appendix 1 – remote learning information for parents.....	8-9
Appendix 2 - remote learning – possible scenarios.....	10
Appendix 3 – Live zoom calls – risk assessment.....	11

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not attending school due to self-isolation or a school closure.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Context and background

The Department for Education (DfE) remote learning good practice guidance recognises that all schools vary significantly in context and that there cannot be a 'one size fits all' approach to remote learning.

At Stalyhill Infant School, our in-school curriculum offer is based around practical, investigative, multi-sensory learning experiences. This obviously presents some challenges when trying to plan remote learning that replicates the classroom. The young age of our pupils also means that their concentration and engagement with remote learning is often limited and means they require a high level of adult support, something we know can be difficult when parents are trying to work from home themselves.

Our priority will always be to support and encourage any child asked to self-isolate to learn at home. However, we also recognise, that despite the best efforts of schools and parents, this cannot replace or replicate the quality of learning that takes place in school.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of classroom teaching in school, rather than the medium in which it is delivered. The DfE has identified four good practice principles which we have used when planning our remote learning offer. These include;

- ensuring pupils receive clear explanations within work set (and support is available)
- supporting confidence with any new material through scaffolded opportunities to practice
- opportunities to apply new knowledge or skills
- enabling pupils to receive feedback on how to progress

It is recognised in the DfE remote learning good practice guidance that remote learning for young children will focus heavily on reading. Therefore, our remote learning offer will also include an emphasis on early reading and phonics learning opportunities

Following the national lockdown in March 2020, we surveyed our parents to find out their remote learning needs and to help us plan our provision. The results of the survey indicated that the majority of parents preferred year group specific worksheets/PowerPoint presentations that could be completed and submitted for feedback via email.

We considered in depth how best to present this option to parents, including the use of an online platform such as Google Classroom or Microsoft Teams, which are used by some schools as an online area to view work set. However, we felt that using the website would help simplify remote learning for parents whilst achieving the same outcome.

From responses, we identified that the main barriers parents had to completing home learning, was the need to keep things simple, prioritise their own workload and general time constraints. Therefore, we also purchased and implemented Sumdog, a Maths and English support programme.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3pm Mon - Fri. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Creating a weekly PowerPoint of work for their year group in liaison with their year group partner. This must include subjects from across the curriculum, but will contain a heavy focus on core subjects. The learning within the PowerPoint will link directly with the year group curriculum due to be taught/being taught in school.
- Ensure remote learning is emailed to the Deputy Headteacher with sufficient time for it to be uploaded to the school website – home learning page. This will be no later than 2pm on the last working day before the start of the week.
- Ensuring links within the PowerPoint will direct parents towards resources, including videos, which contain clear explanations of the concepts being taught. This may include, but not be restricted to, Ruth Miskin RWI videos, White Rose Maths videos, BBC Bitesize.
- Alongside the PowerPoint, a bank of resources to be provided and emailed as above which link to the learning within the PowerPoint.
- Set appropriate Maths, Spelling and Grammar tasks via Sumdog
- Working as a year group team to ensure the above work is planned and ready.
- If pupils from the same year group are split, with some pupils in school and some pupils learning remotely, both year group teachers will work together to ensure the in-school and remote provision links where possible and covers the same objectives.
- PowerPoints are designed to be completed without the use of any specialist equipment, including a printer. Children will be provided with an exercise book to record any learning in. For children who don't have access to technology at all, packs will be provided which include books to record in and print outs of resources being used online/in class.
- Set work for pupils who are isolating individually (see section below).
- Liaise with the SENCO for any support with remote learning for children with Special Educational Needs.

Providing feedback on work:

- Parents can send any completed work to teachers via the admin email address.
- If necessary, teachers will then email back feedback.

- If a whole bubble, including the class teacher, are isolating, emails will be manned between the hours of 9am and 3pm Mon to Fri and teachers will endeavour to respond to any emails from parents/pupils within 48 hours. However, if only a proportion of pupils are isolating and the class teacher is still in school, teachers will endeavour to reply to emails as soon as possible and always within 5 working days. Any urgent enquiries should be communicated to school via telephoning the school office.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are available via the school office, phone or email, between the hours of 9am and 3pm Mon - Fri. Teachers will endeavour to reply to emails within 48 hours, unless an unprecedented situation prevents it. However, if only a proportion of pupils are isolating and the class teacher is still in school, emails will be responded to within 5 working days. Any urgent enquiries should be communicated to school via telephoning the school office.
- Teachers may follow up emails with phone correspondence if requested/necessary.
- Any communication received will be dealt with professionally by the teacher. If necessary, teachers will liaise with a member of the senior leadership team (SLT) for advice.
- Staff will make fortnightly face to face contact with all children in their class who are learning at home via a video call. Contact details can be accessed from SIMS. No contact information should be shared with a third party and calls will be made from a withheld number/work email address.
- Staff will keep a log of contact made, teachers should visibly see the pupil during these calls and talk to them to check welfare. Any safeguarding concerns should be reported in the usual way to Mrs Lockett (DSL) or Mrs Plant (DDSL) or Mrs Meehan (DDSL).
- Contact should be polite and encouraging. Teachers must not give out personal details. Any concerns to be communicated to a member of the senior leadership team without delay, who may choose to contact parents directly.
- Staff will check on wellbeing and discuss learning feedback and needs. A protocol will be issued by SLT. There is no expectation from school that work must be completed to a specific standard or amount. We believe our parents and pupils will be doing their best.
- School will host weekly Zoom calls between the children in school and the children learning from home. All procedures set out in the Risk Assessment will be followed. (See Appendix 3)

Setting work for pupils who are isolating individually:

- Individual children will be given a resource pack containing learning activities and resources. Learning will match the curriculum which is being taught in school during their period of isolation. (If possible, this will be given to the children before they isolate. If not possible DHT will distance deliver to their doorstep).
- Packs will contain phonic sounds/ reading books.
- Maths and spelling tasks will be set via Sumdog.
- Teachers will be available for support and feedback via email, however this may not be immediate if they are still teaching the remainder of the class. Teachers will endeavour to reply to emails as soon as possible and always within 5 working days. Any urgent enquiries should be communicated to school via telephoning the school office.

2.2 Teaching assistants

When isolating, Teaching Assistants must be available between 9am – 3pm Mon – Fri. During this time they are expected to check work emails and be available when called upon to attend school.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching assistants are responsible for:

- Making contact video calls with children at home.

- Supporting pupils who aren't in school with learning remotely:
 - When requested by the SENCO
- Attending virtual staff meetings.
- Supporting year group staff with preparing home learning

2.3 Subject leads including SENCO.

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- If required, working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Alerting teachers to any subject specific resources they can use to teach their subject remotely and any resources that may help to support parents.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including ensuring all remote learning is added to the webpage.
- Monitoring the contact made with children at home.
- Ensuring the remote learning provision for vulnerable/disadvantaged groups of pupils including SEN, disadvantaged and LAC is adequate and appropriate. Contact will be made/overseen by SLT to these families and a log kept on CPOMS of any additional response.
- Supporting teaching staff to ensure high quality remote learning is provided and supporting teachers to ensure their workload remains manageable.
- Monitoring the effectiveness of remote learning – reviewing the work set by teachers (this may include requesting adaptations, if necessary), monitoring work set via Sumdog.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

Stalyhill Infant School is committed to ensuring the safety and wellbeing of all its children and young people.

For children not in school;

- The DSL/DDSL will coordinate the contact of vulnerable pupils via video call at least once per week.
- The DSL/DDSL will ensure that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals will be made to children's social care and as required, the police.
- Where the DSL/DDSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. (See Child Protection and Safeguarding Policy Addendum Appendix 2)
- The school will share any appropriate safeguarding messages on its website and social media pages.
- Stalyhill Infant School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers will be aware of this in setting expectations of pupils' work where they are at home.

2.6 Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day 9am – 3pm – although we understand that pupils may not always be engaging with remote learning the entire time

Staff can expect **parents** with children learning remotely to:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- General remote learning issues – talk to SLT
- Concerns about SEN pupils – talk to the SENCO
- IT difficulties – Office staff and/or Foresight helpdesk phone or email
- Concerns with their own workload or wellbeing – talk to line manager/SLT
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about safeguarding – talk to the DSL/DDSL

All staff can be contacted via telephone or via school email addresses.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- always use their school issued laptop or iPad when accessing personal data.
- have access to SIMS using a secure password, ensuring they log out after every use and no details or access is shared with any third party. Staff will not copy any details onto hard copies unless absolutely necessary and this will be disposed of in a secure way.
- have access to CPOMS to record any concerns, this is accessed via a secure password and staff will ensure they are logged out and not share any details with third parties.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as names, emails and phone numbers as part of the remote learning system. This is necessary for the school's official functions; therefore, individuals won't need to give permission for this to happen.

It is not expected that staff will need to share personal data online for the purposes of remote learning. However, if ever required, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure in line with our ICT Security Policy. This includes, but is not limited to:

- Keeping the device password-protected with a secure password

- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see the following for updates concerning safeguarding in relation to remote learning.

APPENDIX 2 -School closure arrangements for Safeguarding and Child Protection at Stalyhill Infant School

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed every 12 months, or sooner as and when updates to remote learning are provided by local and/or central Government and reviewed internally.

7. Links with other policies

This policy is linked to our:

- Positive Behaviour and anti-bullying policy
- Child protection policy and appendix 2 and addendum within child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Laptop and iPad Policy and agreement
- Online safety policy

Appendix 1 - Remote Learning – our offer. Information for Parents.

Year Group	What does it look like?	Where will I find it?	What resources do I need?	How can I submit my child's work for feedback or get support?
Reception	Weekly PowerPoint of learning activities and associated resources with a focus on the Prime areas of learning. Set by class teacher and linked to the current EYFS curriculum being taught in school.	On our school website https://www.stalyhill-inf.tameside.sch.uk/home-learning-school-closure/	Internet access/device to view PowerPoint Paper to record in (supplied by school). Pen/pencil	Via email to your child's class teacher. This could be a brief write up of learning completed, photographs, photographs of drawings/recordings. Alternatively, work could be recorded in the exercise books provided by school and given to the teacher at the end of the isolation period. There is no expectation from school that an amount of work is completed or submitted. Parents should focus on reading with their child. (Reading support links available on the website).
	Sumdog - Maths and Spelling Support	https://www.sumdog.com/user/sign_in Link also available on our school website.	Internet access/device	
	Read Write Inc. Home Packs	Sent home with all pupils October 2020.	Already provided by school.	
	Oak National Academy – online classroom. Recorded lessons for all year groups and all subjects.	https://www.thenational.academy/ Link also available on our school website.	Internet access/device to view PowerPoint Paper/books to record in (supplied by school). Pen/pencil	
Year One	Weekly PowerPoint of learning activities and associated resources, organised into a daily timetable, with a focus on the core subjects. Set by class teacher and linked to the current Year 1 curriculum being taught in school.	On our school website https://www.stalyhill-inf.tameside.sch.uk/home-learning-school-closure/	Internet access/device to view PowerPoint Paper/books to record in (supplied by school). Pen/pencil	
	Sumdog - Maths, Spelling and Grammar Support	https://www.sumdog.com/user/sign_in Link also available on our school website.	Internet access/device	
	Read Write Inc. Home Packs	Sent home with targeted pupils October 2020.	Provided by school.	
	Oak National Academy – online classroom. Recorded lessons for all year groups and all subjects.	https://www.thenational.academy/ Link also available on our school website.	Internet access/device to view PowerPoint Paper/books to record in (supplied by school). Pen/pencil	
Year Two	Weekly PowerPoint of learning activities and associated resources, organised into a daily timetable, with a focus on the core subjects. Set by class teacher and linked to the Year 2 curriculum in school.	On our school website https://www.stalyhill-inf.tameside.sch.uk/home-learning-school-closure/	Internet access/device to view PowerPoint Paper/books to record in (supplied by school). Pen/pencil	
	Sumdog - Maths, Spelling and Grammar Support	https://www.sumdog.com/user/sign_in Link also available on our school website.	Internet access/device	
	Read Write Inc. Home Packs	Sent home with targeted pupils October 2020.	Provided by school.	
	Oak National Academy – online classroom. Recorded lessons for all year groups and all subjects.	https://www.thenational.academy/ Link also available on our school website.	Internet access/device to view PowerPoint Paper/books to record in (supplied by school). Pen/pencil	

Year Three				
Year Four				
Year Five				
Year Six				

(Please note if families have chosen to take a holiday requiring a 2-week quarantine on return, school will not provide any additional remote learning. Pupils can still access Sumdog and Oak National Academy)

Appendix 2 – Remote Learning - possible scenarios in which pupils will need to access remote learning.

Circumstance	Remote Learning Offer	Person responsible
Pupils are self-isolating for 2 weeks due to following government guidance. For example, a positive test in the household, being identified as a close contact etc. Teaching staff remain in school teaching the rest of the pupils within the bubble.	Individual children will be given a resource pack containing learning activities and resources. Learning will match the curriculum which is being taught in school during their period of isolation. (If possible, this will be given to the children before they isolate. If not possible DHT will distance deliver to their doorstep). Packs will also contain phonic sounds/ reading books. Maths and spelling tasks will be set via Sumdog. Teachers will be available for support and feedback via email, however this may not be immediate as they will be teaching the remainder of the class. (Please note: Pupils that are isolating for 24 - 48 hours due to awaiting a test result in the household can immediately access Sumdog, reading books and learning links on the website including Oak National Academy. Parents will also be offered a remote learning pack if preferred during the initial information phone call with the school office).	Class teacher DHT
Multiple pupils are isolating at home due to the closure of a bubble in school. Teaching staff are also isolating at home.	Online work will be set as outlined in Appendix 1. Learning will match the curriculum which is being taught in school during their period of isolation. Teachers will be available for support and learning feedback via email between the hours of 9am – 3pm Mon – Fri. If any single closure is prolonged for longer than 2 calendar weeks, school will endeavor to host virtual calls to enable pupils to see and keep in touch with their peers and teacher.	Class teacher DHT
Pupils are self-isolating due to returning from a holiday requiring a quarantine period on return.	Pupils can access Maths, Spelling and Grammar learning via Sumdog. (Link on our website or in Appendix 1) Pupils can access online learning via the Oak National Academy (Link on our website or in Appendix 1) Teachers will not be required to submit feedback for any remote learning.	None

Appendix 3 – Zoom Calls Risk assessment

Hazard/Risk	Who is at risk?	How can the hazards cause harm?	Control Measures	Who is responsible?	Risk rating
Inappropriate material/words being visible/heard on screen	Children Parents Staff	Inappropriate images (e.g. art) or words may be visible in rooms around the house. Adults at home and in school must be alert to vocabulary being used.	Zooms must take place in an appropriate room with an appropriate background i.e. not the child's bedroom. Parents to ensure correct vocabulary is used, for example, no offensive language. Staff to ensure that sensitive information is not visible or discussed during a live Zoom.	Parents Staff	Low
Unknown people logging into the Zoom session	Children Parents Staff	Somebody unknown to the school is present in the Zoom call.	The ID and passwords are only for the use of Stalyhill Infant School parents and children. Parents accessing from home must enter their child's name. Staff will only allow entry to the meeting from the names of children in the class. Meeting ID's and passwords will be sent directly to parents and not communicated in any other way i.e. website. Passwords will be randomly generated by Zoom and not easy to guess.	Parents Staff	Low
Individuals being left in a vulnerable position	Children Parents Staff	Individuals being left on screen on their own, open to allegations.	School to implement a Zoom waiting room. Children must always be with an adult when on a Zoom from home to ensure technology is being used appropriately. Two members of staff to be online until the meeting ends.	Parents Staff	Low
Appropriate clothing to be worn	Children Parents Staff	Inappropriate clothing being worn which could cause distress or upset to others.	Staff to follow school code of conduct. Parents and children to be fully and appropriately dressed i.e. no pyjamas.	Parents Staff	Low
Staff conducting live meetings from home	Staff	Personal data visible Paperwork taken off site Personal laptops used Electronic data not secure	Personal laptops and equipment not to be used – only school equipment Consider space you are working in and ensure no personal data is visible All electronic data is kept safe and secure by encryption and passwords No personal data to be taken off site, contact details to be accessed via sims/shared server	Staff	Low
Sharing of personal details	Children Parents Staff	Personal data, including photographs, shared/visible via Zoom	Teacher's to set up meeting with their school email address No personal information to be shared on Zoom Parents reminded not to share any personal data when on live calls.	Parents Staff	Low
Inappropriate behaviour	Children Staff	Verbal abuse Grooming Inappropriate discussion	Children to be in a communal area with an adult present. Two members of staff present in all live feeds. Staff to act as a facilitator of the discussion. Staff to use zoom tools to limit the chat function. Staff to use waiting room to ensure the meeting is live only when the host is present.	Staff Parents	Low
Poor environment	Children Staff	Fatigue Stress Headaches Unable to see the screen properly	No obstructions Adequate lighting Adequate position of camera Zoom meetings limited to set time.	Staff Parents	Low
Recording/photographing the/parts of session	Children Staff Parents	Photographs, screenshots and recordings of people in the meeting being taken without permission.	The meeting will not be recorded unless participants are notified and consent gained. Photographs/screen shots must not be taken by any participant.	Staff Parents Children	Low